DOCUMENT RESUME

ED 348 316 SO 022 539

TITLE	A Resource File for Social Studies in Utah. Level 10-12: U.S. Government.
INSTITUTION	Utah State Office of Education, Salt Lake City.
PUB DATE	91
NOTE	187p.; For related documents, see SO 022 522-538.
AVAILABLE FROM	Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111 ($3.75).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Citizenship Education; Grade 10; Grade 11; Grade 12; High Schools; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods; *United States Government (Course)
IDENTIFIERS	*Utah

ABSTRACT

This resource file contains information for Utah high school teachers to help students meet the state's instructional objectives in the elective U.S. government course. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include comparing the relationship between participatory democracy and the function of pressure groups and describing the need for organization to provide cooperation among nations. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED348316

A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
BOONE C. COLGROVE
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LEVEL 10-12

U.S. GOVERNMENT

SO 022 539

Utah State Office of Education

BEST COPY AVAILABLE

The students will explain that as American citizens, individuals have a right to participate in the processes by which they will be governed. (402) (V)

Secondary Social Studies TITLE: Processes of Government	TOPIC: United States Government TIME SEGMENT: Parts of 2 class periods	318-101 (402) D

INSTRUCTIONAL OBJECTIVE:

The students will differentiate between terms "citizen and non-citizen" and will identify the governmental processes citizens may participate in.

MATERIALS:

Textbooks
Reference books

EVALUATION:

Completion of activities to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Establish a difinition of citizen. (a citizen is a person who, by either birth or choice, is a member of a state or nation to which he gives allegiance.)
2. Establish what some of the perogatives of citizenship are. What are the things that citizens may do or have that are denied non-citizens? (citizens may participate in the processes of government. Employment in defense related industries is usually restricted to citizens. Some states have restricted to citizens. Some states have restricted employment in law and medicine to citizens. In most respects non-citizens enjoy the same rights and benefits enjoyed by citizens. The Constitution uses the word citizen in conjunction with the qualifications for voting and holding office. It uses the word person in reference to rights.
3. Since the most significant perogative of citizenship is to participate in the process of government, have the students do the following. Assign this as an overnight activity.
   a. Find out if all citizens may participate in the governmental processes. (No, they must meet legal and constitutional requirements such as age and residence)
   b. Identify the processes that citizens may participate in:
      1. Electoral processes (holding office, campaigning and voting for candidates, etc.)
      2. Legislative processes (referendum, and initiative elections, petitions, etc.)
      3. Judicial processes (serving on juries)
      4. Executive process (serving on appointed committees, task forces, etc.)
4. The following day discuss the information brought in by the students.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Processes of Government	TOPIC: United States Government TIME SEGMENT: Parts of two class periods	318-101 (402) D

INSTRUCTIONAL OBJECTIVE:

The students will differentiate between terms "citizen and non-citizen" and will identify the governmental processes citizens may participate in.

MATERIALS:

Textbooks
Reference books

EVALUATION:

Completion of activities to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Establish a difinition of citizen. (A citizen is a person who, either by birth or choice, is a member of a state or nation to which he gives his allegiance.)

2. Establish what some of the perogatives of citizenship are. What are the things that citizens may do or have that are denied non-citizens? (Citizens may participate in the processes of government. Employment in defense related industries is usually restricted to citizens. Some states have restricted employment in law and medicine to citizens. In most respects, non-citizens enjoy the same rights and benefits enjoyed by citizens. The Constitution uses the word citizen in conjunction with the qualifications for voting and holding office. It uses the word person in reference to rights.)

3. Since the most significant perogative of citizenship is to participate in the process of government, have the students do the following: (Assign this as an overnight activity.)

   a. Find out if all citizens may participate in the governmental processes. (No, they must meet legal and constitutional requirements such as age and residence.)

   b. Identify the processes that citizens may participate in:

      (1) Electoral processes (holding office, campaigning and voting for candidates, etc.)

Secondary Social Studies TITLE: Processes of Government	TOPIC: United States Government TIME SEGMENT: Parts of two class periods	318-101 (402) D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

(2) Legislative processes (referendum, and initiative elections, petitions, etc.)

(3) Judicial processes (serving on juries).

(4) Executive processes (serving on appointed committees, task forces, etc.)

4. The following day, discuss the information brought in by the student.

The students will identify the political parties, their historical background, and functions. (102)

Secondary Social Studies TITLE: Function of Parties	TOPIC: United States Government TIME SEGMENT: 1 - 2 class periods	318-102 (102) D

INSTRUCTIONAL OBJECTIVE:

The students will identify the political parties, their historical background and functions.

MATERIALS:

Textbooks
Reference material
Party platforms if available
Resource speakers

EVALUATION:

Completion of assignment to teacher's satisfaction.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. This assignment presupposes that students will have the necessary background to make this activity appropriate.
Have the students contribute answers for the following during a class discussion:

a. define: political party; two-party system; third or minor party.
b. Identify the two major parties in America.
c. When did each of these two parties come into being?
d. What were their beliefs?
e. Political parties perfrom a number of functions. Below is a list of some of the functions. Explain the meaning or purpose of each.
   (1) nominating
   (2) information/propaganda
   (3) watchdog
   (4) conduct of government

3. Suggested activities

a. If copies of current platforms of the various parties are available, have the students compare the platforms. Use for basis for a class discussion, a symposium or a debate.
b. Invite representatives from the parties as resource speakers. In preparation for their visit have students identify specific questions to ask them, such as:
   1. What are some of the membership characteristics of the party?
   2. How are the parties financed?
   3. How does one become involved?
   4. How much room is their for differences of opinion?
   5. To what extent are parties regulated by law?
   6. How do parties police themselves?
   7. What do you consider the most important factor that distinguishes your party from others?

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will describe the rights and responsibilities of the voter. (402) (V)

Secondary Social Studies TITLE: The Rights and Responsibilities of the Voter	TOPIC: United States Government TIME SEGMENT: Determined by teacher and student	318-103 (402) D

INSTRUCTIONAL OBJECTIVE:

The student will describe the rights and responsibilities of the voter.

MATERIALS:

Student Activity Sheet
(Master included)
Access to history and reference books

EVALUATION:

The students will present their ideas concerning the rights and responsibilities in the form of a paper or an oral presentation.

ADAPTATIONS:

Additional research might be done concerning the history and the effect of the vote in the development of this country.

PROCEDURE:

To the teacher:

1. Determine with the students how the final material is to be presented and when.

2. Identify where the reference material is to be located and when it is to be used.

3. Duplicate the Student Activity Sheet for your group.

4. Assign students to read the information and do the activities on the Student Activity Sheet.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: The Rights and Responsibilities of the Voter	TOPIC: United States Government	Student Information Activity Sheet	318-103 (402) D

To the student:

An election was to be held to see if a certain part of the community was to be incorperated into a new city or if it would be left as a part of the county. The outcome of the election would be very important to not only the people who lived and worked in the area, but, also to the people in the surrounding area as well.

John Jax lived in the area and was a very outspoken citizen. He complained about some aspects and spoke for others. He gave his loud opinion to everyone he saw. The election returns came in and John complained loudly to everyone he saw about the results of the election. One person to whom he was complaining asked him a question, "How did you vote John?" John answered in his usual loud way, "Vote, I didn't vote. My vote isn't important so I don't bother."

How could someone help John Jax realize the importance - the rights and responsibilities - of his vote in this country?

Build a case for the importance of the rights and responsibilities of the voter in this country that you could use to help convince someone to use his privilege.

Choose one of the following:

1. Write a paper such as a letter to the editor.
2. Give an oral presentation - as if you were talking to a community group.

Include some of the following information in your presentation. This information can be found in history books, encyclopedias, other reference books including dictionaries.

1. The first vote in this country was limited to a few. Who were they?
2. Give a brief history of how the vote developed from those first few to now.
3. Why did people feel the vote was so important?
4. Explain what the word right means as used in the right to vote. (adherance to duty, something to which one has just claim, power or privilege, etc.)
5. Explain what the word responsibility means as used with the responsibility to vote. (accountability, moral obligation, duty, trust, etc.)

6. Use examples of cases where just a few or one vote made the difference.
7. Discuss different types of elections. (national, state, local, etc.)

Complete your assignment and put in the place designated by your teacher.

The students will analyze the political parties and the election process. (103) (V)

Secondary Social Studies
TITLE: Political Parties and the Election Process

TOPIC: United States Government
TIME SEGMENT: 1 week

318-104 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will analyze the political parties and the election process.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Paper
Encyclopedias
Social studies books and other sources
Newspapers

EVALUATION:

The students will analyze political parties and the election process to the satisfaction of the teacher.

ADAPTATIONS:

This material may be used in a learning center format. The teacher may wish to use this unit during an actual election time.

PROCEDURE:

To the teacher:

1. Make copies of the Student Information Sheet and the Student Activity Sheet.

2. Give the students copies of the information and activity sheets.

3. Provide the students with paper.

4. Provide the students with sources containing information about political parties and the election process.

5. Designate a place for the students to leave their completed work.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Political Parties and the Election Process	TOPIC: United States Government	Student Information Sheet	318-104 (103) D

A political party is a group of people who band together to seek legal control of a government. In a democratic society political parties gain control through free elections. Democratic nations generally have two or more political parties. These parties reflect the ideals, philosophies, and goals of the people who belong to them. Dictatorships generally only have one party. The political party in a dictatorship is directed by and composed of supporters of the dictatorship.

The United States has two major political parties and several minor ones. The Republican and Democratic parties have controlled the U.S. government for many years. The other political parties in the U.S. have never had the power or the following of the Republicans or Democrats. The political parties in the U.S. select candidates to run for office, raise funds to conduct campaigns, and provide loyal opposition to the party in power. The parties select candidates for election through a long nominating process. Mass meetings are held at the local level to elect representatives to attend county, state, and national nominating conventions. Nominees are selected at these conventions. Primary elections are often held to choose between two or more nominees of a given party. When candidates have been selected, their parties provide money for the campaign. After the election is over, the successful candidate tries to implement the policies of his or her party. The unsuccessful party provides loyal, nonviolent opposition to the policies of which they disapprove. This nominating and election process help our country keep its freedom and democracy.

Secondary Social Studies TITLE: Political Parties and the Election Process	TOPIC: United States Government	Student Activity Sheet	318-104 (103) D

To the student: Read the Student Information Sheet. Put your name on a piece of paper. Complete the following activities.

1. Define what a political party is.

2. Write a paragraph about a minor political party in the past history of the United States. Use an encyclopedia, social studies book or other source to find the information you need.

3. Obtain newspapers for the next one week period. Keep a written record of the activities of the Democratic and Republican parties and their members during that week. Answer the following questions about your record:
   a. What party was in the news the most?
   b. What political figure was mentioned the most? What party did he or she belong to? Explain.
   c. Were any elections mentioned? If so, explain.

4. Put your work in the place set aside by your teacher.

The students will compare the relationship between participatory democracy and the functions of pressure groups. (414) (V)

Secondary Social Studies TITLE: Pressure Groups	TOPIC: United States Government TIME SEGMENT: 1 week	318-105 (414) D

INSTRUCTIONAL OBJECTIVE:

The student will compare the relationship between participatory democracy and the function of pressure groups.

MATERIALS:

Student Information/Activity Sheet (Master included)
Reference books
Current newspapers, magazines, and pamphlets

EVALUATION:

The students will answer the questions on the Student Activity Sheet to the teacher's satisfaction.

ADAPTATIONS:

This activity may be adapted to the special needs of the student.

PROCEDURE:

To the teacher:

1. Have the students read current materials about pressure groups so that they will have proper background for the suggested activity.
2. Have the students organize the class into a governmental organization (city council, county commission, board of education, etc.) and special pressure groups that might influence any one of these government bodies.

We the People

3. Have those students who represent the governmental officials develop some issues on which they will take a firm stand. (Deployment of the MX missile, school boundaries, safety measures in local industries, flood control, animal control, gun control, etc.)
4. Have the students who are representing the pressure groups organize and present their views to the proper authorities for the purpose of influencing the governmental officials to agree with them on the issue.
5. Both the positive and negative points of view should be explored by the pressure groups and government officials so that they can weigh the evidence and make the proper decision.
6. Have the students list ways in which these pressure groups may bring influence to bear on the governmental body. Have the students use some of these methods to influence the officials to accept their side of the issue.
7. Have the students evaluate the presentation or presentations by answering in writing the questions on the Student Information/Activity Sheet.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Pressure Groups	TOPIC: United States Government	Student Information/ Activity Sheet	318-105 (414) D

To the student:

Pressure groups - There are many groups and organizations in the United States that are concerned with gaining political power and influencing policies within the political system. These groups are known as "pressure groups." The purpose of pressure groups is to influence public opinion and legislation rather than to gain control of the government as a whole. Pressure groups generally do not submit candidates to the voters, but usually use means other than elections to influence the government.

Participatory democracy - These are individuals sharing in the decision determining the quality and direction of national life.

On a separate piece of paper, answer the following questions:

1. Why are pressure groups important to the governmental process?

2. Why would some pressure groups be more effective than others?

3. Explain some of the techniques used by pressure groups to influence governmental officials and legislation.

4. Describe some of the "pressure groups" that exist in your high school. How do they attempt to influence school decisions?

5. List groups that you think might have specific programs which you would like to see adopted by the government.

Put your paper in the place designated by the teacher.

The students will explain that the way in which people are governed helps in producing a national identity. (405) (V)

Secondary Social Studies	TOPIC: United States Government	318-106 (405)
TITLE: National Identity	TIME SEGMENT: 30-40 minutes	318-108 (103) D

INSTRUCTIONAL OBJECTIVE:

The students will explain that the way in which people are governed helps in producing a national identity.

The students will give examples of federalism and its relationship to national identity.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Dictionaries,
Encyclopedias
Texts

EVALUATION:

The students will be able to complete the activity to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the students.

PROCEDURE:
To the teacher:

1. Duplicate enough Student Information and Student Activity Sheets for the students participating.

2. Before this activity is assigned provide adequate background for it through class discussion and selected reading including the Student Information Sheet.

3. Assign the activity and provide a place for the students to put their papers when completed.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: National Identity	TOPIC: United States Government	Student Information Sheet	318-106 (405) 318-108 (103)	D

The framers of the United States Constitution devised a federal system of government. This means a system that divides power between the states and the national government. Certain powers were specifically given to the national government with all other powers not mentioned being given to the states. This system of government puts a great deal of emphasis on the state level.

It is easy for citizens to identify with their local state. This is where we have the greatest opportunities for participation in government.

Citizens also need to identify with our national government in order to feel a part of the nation. To help us do this we have developed symbols that stand for our nation. When we see these symbols they remind us of our nation. They give us pride to be a part of the country as a whole in the same way as belonging to our local state.

Secondary Social Studies TITLE: National Identity	TOPIC: United States Government	Student Activity Sheet	318-106 (405) 318-108 (103) D

To the student

1. Read the Student Information Sheet.

2. Through reading and class discussion, you should have an understanding of federalism, national identity, and the national symbols.

3. Also read from texts, encyclopedias, dictionaries, etc. about federalism, national identity, and national symbols.

4. On a separate piece of paper write a definition of
   a. federalism
   b. national identity

5. Then list 4 of our national symbols and explain their meanings.

6. When you have completed the activity, put your paper in the place designated by your teacher.

The students will identify the division of powers of the government at the national and state level. (102)

Secondary Social Studies

TITLE: Division of Powers

TOPIC: United States Government

TIME SEGMENT: 1 class period

318-107 (102)

D

INSTRUCTIONAL OBJECTIVE:

Students will identify the division of power of the government at the national and state level.

MATERIALS:

Student Activity Sheet
Answer Key
(Masters included)
Copies of the U.S. Constitution

EVALUATION:

The student will be able to identify the division of powers of the government at the national and state level.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. This activity should interface with studies of the constitution or of national and state governments.
2. Duplicate copies of the Student Activity Sheet as needed.
3. Set time limits for the activity.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Division of Powers	TOPIC: United States Government	Student Activity Sheet	318-107 (102) D

To the student:

1. Turn to the 10th Amendment in the Constitution of the United States. Read the amendment carefully. Answer the following on a separate piece of paper.
   a. According to the amendment, what is the source of the power held by the U.S. government?
   b. According to the amendment what powers do the states have?

2. Turn to Article I Section 8 of the Constitution. Review the legislative powers of Congress and identify which of the following are not listed. Write them down.
   a. establishing boards of education
   b. collect taxes
   c. declare war
   d. establish federal courts
   e. provide for a navy
   f. organize city governments
   g. coin money
   h. establish post offices
   i. borrow money
   j. declare criminals guilty of crimes

3. Review the items prohibited to the states in Article I Section 10 of the Constitution. Indicate which of the following is not listed.
   a. coin money
   b. build roads
   c. provide schools
   d. grant titles of nobility

4. Which of the following powers belong to (a) states, (b) federal government, (c) both. Remember what the 10th Amendment states.
   a. coining money
   b. maintaining an army
   c. establishing municipal courts
   d. determining high school graduation requirements
   e. tax
   f. establish roads
   g. regulate trade with other countries
   h. traffic control
   i. voting requirements

5. After having completed the above activities, write down what you think the political term "division of powers" means.

Secondary Social Studies TITLE: Division of Powers	TOPIC: United States Government	Answer key	318-107 (102) D

1. a. The power held by the U.S. government is delegated to it by the U.S. Constitution. It implies that the source of power ultimately comes from the people.

   b. Those powers not delegated to the U.S. government by the Constitution remain with the states or the people.

2. The following are not listed in Article I of section 8 of the Constitution:

   establishing boards of education (a)
   organize city governments (f)
   declare criminals guilty (j)

3. The following are not listed in Article I section 10 of the Constitution:

   build roads (b)
   provide schools (c)

4. Powers that belong to (a) states:
   establishing municipal courts (c)
   determining high school graduation requirements (d)
   traffic control (h)
   voting requirements (i)

   Powers that belong to (b) Federal government:
   coining money (a)
   maintaining an army (b)
   regulate trade with foreign countries (g)

   Powers that belong to (c) both:
   tax (e)
   establish roads (f)

5. Division of power means that the power to govern is divided between a central government (the Federal Government in Washington, D.C.), and several or many local governments (states).

This activity will be located with objective 318-106

The students will give examples of federalism and its relationship to national identity. (103)

The students will describe the American concept of civil rights. (405) (V)

Secondary Social Studies

TITLE: Civil Rights

TOPIC: United States Government

TIME SEGMENT: 2 class periods (page 1 of 2)

318-109 (405)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the American concept of civil rights.

MATERIALS:

Student Activity Sheet
(Master included)
Text
Answer Key

EVALUATION:

Completion of tasks to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may wish to have the students correct the activity from the enclosed Answer Key.

72

PROCEDURE: To the teacher:

1. This activity should interface with studies concerning the Constitution and law.

2. Introduce the activity by doing either of the following:
   a. Read to the students the brief on saluting the flag from the Student Activity Sheet. Use it as a basis for class discussion. After discussion, read the extract from the majority decision of the Supreme Court found on the Answer Key. or . . .
   b. Replicate copies of the Student Activity Sheet for each student participating. After allowing time for students to consider the questions individually, provide opportunity for discussion in small groups. Receive feedback from the groups, then read the majority decision of the court. (See Answer Key.)

3. Relate the courts decision to the following terms.
   a. equality: belief that every human being has the same social and political rights
   b. civil liberties: freedom guaranteed by law to think, speak and believe or act as one likes as long as it does not harm others
   c. civil rights: the rights of all persons regardless of race, religion and sex to enjoy life, liberty, property and the equal protection of the law

4. Point out to the students that the American concept of civil rights is expressed in the Declaration of Independence.

5. Have students read the extract from the second paragraph of the Declaration of Independence and react to questions.

We the People

73

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Civil Rights	TOPIC: United States Government TIME SEGMENT: 2 class periods (page 2 of 2)	318-109 (405) D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE: continued

6. Discuss the answers to the questions. Bring out that the document builds the idea that equality should embrace all people and that rights cannot be taken away, since the source of rights is not human institutions or benevolence--government is not the source of right but established to be the protector of them.

7. Refer the students to the United States as an example of government securing (protecting) the rights of the people. Have them look at the Bill of Rights and Amendments 13, 14, 15, 19, 24, and 26 to see the scope of rights listed in the Constitution. You may wish to list rights on the chalk board.

8. Ask students if this is a complete list of our rights. After they respond, refer them to the ninth amendment and establish the fact that our rights are not limited to those listed in the Constitution. Point out that many rights not listed in the Constitution are protected by laws passed by Congress, (housing and employment for example).

9. Have the students write a paragraph describing the American concept of civil rights (equality and civil liberties).

Secondary Social Studies TITLE: Civil Rights	TOPIC: United States Government	Student Activity Sheet	318-109 (405) D

To the student:

Saluting the Flag

During the World War II, as a result of strong patriotic feelings, the West Virginia State Board of Education passed a resolution that saluting the flag should be a required part of the daily activities of students and teachers at school. The resolution further stated that "refusal to salute the flag be regarded as an act of insubordination, and shall be dealt with accordingly."

A certain religious group held that the Board of Education's resolution interfered with one of their religious beliefs. They felt that to pledge allegiance to the flag violated one of God's commandments. (Exodus 20:4, 5). The church members offered, as an alternative, to give pledges of allegiance to God first, and secondly to the United States. The board refused to accept the alternative recommendation and, as a result, students belonging to the religious group were expelled from school for failure to pledge allegiance to the flag. Authorities threatened to have the children sent to reformatories (detention centers). The church took the case to court, and eventually it was heard by the Supreme Court.

1. If you were a member of the Supreme Court, what would be your decision? Explain your decision.

Extract from the Declaration of Independence

"We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable Rights; that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; . . ."

On a separate piece of paper answer the following questions.

1. What do you think the term self-evident means?
2. To whom does equality belong?
3. According to the Declaration, what is the source of equality?
4. What do you think is meant by unalienable rights?
5. What rights might you list in addition to "Life, Liberty, and the pursuit of Happiness?"
6. The word secure has several meanings. As it is used in the Declaration, what does it mean?

When you have completed the activity put your paper in the place designated by your teacher.

Saluting the Flag

1. Answers will vary. The following is an extract from the decision of the Supreme Court.

"The freedom asserted by these appellees (the church) does not bring them into collision with rights asserted by any other individual. It is such conflicts which most frequently require intervention of the State to determine where the rights of one end and those of another begin. But the refusal of these persons to participate in the ceremony does not interfere with or deny the rights of others to do so. Nor is there any question in this case that their behavior is peaceable and orderly. The sole conflict is between authority and the rights of the individual . . ."

West Virginia State Board of Education
V. Barnette (1943)

Declaration of Independence

1. Self-evident: needs no proof.
2. Equality belongs to all men.
3. Source of equality is the Creator.
4. Unalienable: cannot be taken away.
5. Answers will vary.
6. Secure, in this case, means to protect.

The students will explain that in the contemporary world, groups and nations of diverse cultures develop ways to cooperate for the general welfare of people. (405) (V,I)

Secondary Social Studies
TITLE: Cooperation Among Cultures

TOPIC: United States Government
TIME SEGMENT: 1 - 2 class periods

318-110 (405)
D

INSTRUCTIONAL OBJECTIVE:

The students will explain that in the contemporary world, groups and nations of diverse cultures develop ways to cooperate for the general welfare of people.

MATERIALS:

Student Activity Sheet
(Master included)

Resource material

EVALUATION:

The students will be able to explain, to the satisfaction of the teacher, why nations of different cultures achieve success and also experience failure when they join together.

ADAPTATIONS:

Invite someone into your class who is of another culture. Ask him or her to discuss how cultural differences can make communication difficult on occasion and can also lead to understanding.

PROCEDURE:

To the teacher:

1. Replicate the Student Activity Sheet for those students participating in the activity. Review the sheet with the students.

2. Provide additional material about the Common Market so students will be better able to understand the problems and benefits of such a group.

3. Explain to the students why it is hard for many cultures to work together. Present the following case study on the Student Activity Sheet. Ask the students to make a written response to the questions. The students are part of a group that is going to discuss the attendance policy of the school. They know they must be united, in order to win the administration's support. The students, however, are very diverse; Chicanos, Blacks, Indians, Anglos, rich, and poor. What problems might occur in the committee? What advantages would there be?

4. Explain to the students why it is hard for many cultures to work together. Review the other resource materials with the class. Have the class then complete the activity.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Cooperation Among Cultures	TOPIC: United States Government	Student Activity Sheet	318-110 (405) D

To the student:

Generally, it is difficult for various cultures to cooperate on mutual projects. Only in the event of mutual threat or catastrophic occurrence will many nations join forces. Often when countries do get together, the union is very nationalistic, that is, the nations look out for their individual concerns.

There are some groups which are formed, because working together strengthens all members. The Common Market, or European Economic Community, is one of those groups. In 1957, leaders from Belgium, the Netherlands, Italy, West Germany, and France signed the Treaty of Rome. This created a Common Market for all goods, and a group to deal with atomic energy.

The treaty resolved to, a) remove trade barriers among member nations, b) build one commercial policy toward other nations, c) work toward unified transportation, economic, and agricultural policies, d) remove barriers to free competition, e) encourage the mobility of capital and labor.

In 1973, Ireland, Denmark, and the United Kingdom joined the Common Market. The eight groups that comprise the Common Market have helped member nations build a strong economy. In the late sixties, the Common Market exported more than the United States. The Common Market is a good example of a group that has joined countries with diverse cultures.

On a separate piece of paper, complete the following activity.

1. Think of two other groups like the Common Market that unite nations with diverse cultures. Write a brief synopsis of the information you read about these groups. Include in your summary the member nations, why the group was founded (for economic, cultural, military reasons, etc.), the benefits of belonging, any problems the organization has.

2. Why is it difficult for nations of different cultures to understand each other and work together?

3. Why can it be advantageous for diverse nations to join together?

When you have completed the activity, put your paper in the place designated by your teacher.

The students will analyze the methods of the national government in conducting foreign policy. (103) (V, I)

Secondary Social Studies
TITLE: Foreign Policy

TOPIC: United States Government
TIME SEGMENT: 2 - 3 class periods

318-111 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will analyze the methods of the national government in conducting foreign policy.

MATERIALS:

Student Activity Sheet
(Master included)
Encyclopedias
Texts
Resource materials, etc.

EVALUATION:

The student will be able to discuss three major foreign policy decisions, and complete the written activity to the teacher's satisfaction.

ADAPTATIONS:

This activity could be expanded into a major research project requiring the students to analyze the foreign policy approaches of the three presidents.

PROCEDURE:

To the teacher:

1. Replicate enough Student Activity Sheets for those students participating.
2. Show students a picture of and present some biographical information about each of the three presidents.
3. Explain the activity.
4. Review the resource materials.
5. Be sure the students understand how to infer causes and effects from written material. (You will need to show them how to do this.)
6. Be sure the students have enough background in each period to be able to understand the context of each decision. Showing and explaining photographs, slides or a movie would be a good way to help students better comprehend the frame work of the decisions they write about.
7. At the conclusion of the activity, discuss with the students which President they most admired and why. Also discuss how students think the decisions they studied would be made today.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Foreign Policy	TOPIC: United States Government	Student Activity Sheet	318-111 (103) D

To the student:

Foreign policy seems to get increasingly complex every decade. Events like the 1979-81 Iranian crisis show how complicated foreign policy is.

One of the fascinating aspects of foreign policy is how it changes from administration to administration. Different leaders and different times create radical swings in some aspects of America's actions and philosophy.

This activity looks at the foreign policy of three American Presidents; Theodore Roosevelt, Harry Truman, and Jimmy Carter. Look in the resource material and find out about one major foreign policy decision of each president. Write a paper, of at least one page, about one of the decisions and include the following; or write one page about one of the items listed under Foreign Policy.

1. Causes of the decision.
2. Effects of the decision on those circumstances which caused it and on future situations and/or dealings with the other nation(s).
3. Major figures involved in the decision or the implementation of it.
4. What actually happened?

Foreign Policy

1. What was similar about the policies of Roosevelt, Truman, and Carter?
2. Would Carter have made the same decision Roosevelt did? Why or why not?
3. Would the same issue Truman had to resolve be a question today? Why or why not?
4. Do you think Roosevelt or Truman would be a better President today? Why?
5. How do you think Carter would have handled the situation Roosevelt was in?

Put your paper in the place designated by your teacher.

The students will describe the need for organization to provide cooperation among the nations. (407) (V, I)

Secondary Social Studies TITLE: Cooperation Among Nations	TOPIC: United States Government TIME SEGMENT: 1 class period	318-112 (407) D

INSTRUCTIONAL OBJECTIVE:

The students will describe the need for an organization to provide cooperation among nations.

MATERIALS:

Student Activity Sheet
(Master included)

Resource materials.

EVALUATION:

The student will be able to list some advantages of having the United Nations and complete the activity to the satisfaction of the teacher.

ADAPTATIONS:

Have the class make up a name and location for their new country. They could also describe some of the customs of the country (including religion) which might be important considerations dealing with other nations. See also the Model United Nations materials (317-301 through 317-335) which could be resource materials for this activity.

PROCEDURE:

To the teacher:

1. To complete this activity, the students must have a good background about the functions and activities of the United Nations.

2. Provide adequate resource materials about the U.N. and review them with the students.

3. Set the stage so the students are able to think about what it might be like to be in a position of leadership in a new nation. You could even have students role play a discussion about the advantages of belonging to the United Nations and the need for a group to encourage international cooperation.

4. Have students turn in the answers to their questions after discussing their feelings about this activity.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Cooperation Among Nations	TOPIC: United States Government	Student Activity Sheet	318-112 (407)

To the student: Answer these questions on a separate piece of paper. You may need to refer to resource material about the United Nations. Be creative in your answers.

1. What would happen if the United Nations did not exist? List five differences in world politics that might occur if the United Nations were dissolved.

2. Why is it essential in today's world to have a group that fosters international cooperation?

3. You are the president of a new African country. You and your advisors are thinking of joining the UN. You are a small nation with a relatively poor population and you want to establish good ties with all countries. What advantages would membership in the UN have for you? List at least five.

4. You also want to be sure you'll have a voice in the international community. You ask your advisors to tell you what opportunities you'd have to vote and express yourself in the UN. Name three things they'd find out about your role in the UN.

5. You are having trouble with your eastern neighbor. Constant border disputes are a concern to you. You want to know how the UN could help enhance cooperation between you and your neighbor. What could the UN do?

A class discussion will follow your completion of the activity. Be prepared to participate. At the end of the discussion put your papers in the place designated by your teacher.

The students will describe the impact of emerging third world nations on American foreign policy. (103) (I, V)

Secondary Social Studies

TITLE: The Third World

TOPIC: United States Government

TIME SEGMENT: 1 class period

318-113 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the impact of emerging third world nations on American foreign policy.

MATERIALS:

Student Activity Sheet
(Master included)
Resource materials

EVALUATION:

The student will be able to correctly list 5 ways American foreign policy was affected by Iran, a Third World nation.

ADAPTATIONS:

This could be included in materials about the world of cultures. This could also be put in a learning center.

PROCEDURE:

To the teacher:

1. Duplicate enough activity sheets for the students participating.
2. Explain to the class what the Third World is. Show them Iran on a map.
3. Provide resource material about the 1979-1981 Iranian crisis and the American foreign policy decisions resulting from it. Use newspapers and other periodicals.
4. Help the students understand that foreign policy is often reactive rather than pro-active. Explain inference and be sure the students understand it.
5. Discuss the activity with the students and encourage their creativity and thoughtful approach.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: The Third World	TOPIC: United States Government	Student Activity Sheet	318-113 (103)

To the student:

The Third World is made up of emerging nations which are still modernizing. The United States must respond to the Third World in its foreign policy.

The 1979-1981 hostage crisis in Iran, a Third World nation, has pointed up the need for a strong American foreign policy.

In this activity you are going to assess the impact of Iran's actions on American foreign policy.

1. Review the materials about the Iranian crisis.
2. List five specific aspects of American foreign policy that were affected by Iran. You may have to infer some of these from what you read.
3. If you were President of the United States, how would you change American foreign policy in Iran? List five things you would do.
4. Discuss with another person in your class what you've listed. Write your reaction to that person's ideas. Include these reactions in your assignment.

After you complete this activity, put your paper in the place designated by your teacher.

The students will describe how political decisions affect the ways and the extent to which the geographical features are altered and natural resources are used. (605) (V)

Secondary Social Studies

TITLE: Politics and Natural Resources

TOPIC: United States Government

TIME SEGMENT: 2 periods

318-114 (605)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe how political decisions affect the ways and the extent to which the geographical features are altered and natural resources are used.

MATERIALS:

Student Information Sheets Pages 1-6
Student Activity Sheets Pages 1,2
(Masters included)
Resource material

EVALUATION:

The students will be able to describe the ways political decisions about the MX missile system will affect some of Utah's geographical features and natural resources.

ADAPTATIONS:

This could be put in a learning center or made part of another objective about defense.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Activity Sheets for the students participating.
2. Have the students read the resource materials. Review the resource materials and explain them to the students.
3. Discuss the major ideas and vocabulary. Be sure the students understand why there are several points of view about MX and what MX actually is.
4. Explain the activity to the students.
5. At the conclusion of the activity, have the class get into groups of four to discuss their forms. Have each group report to the class the major points of their discussion.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

MX

The land-based and mobile MX Intercontinental Ballistic Missile (ICBM) is designed to be the most lethal and survivable strategic ballistic missile in the world. It is being developed by the U.S. Air Force to augment the capabilities and survivability of the presently deployed ICBM force, which together with Submarine Launched Ballistic Missiles (SLBMs) and manned strategic bomber aircraft, form the triad of U.S. strategic nuclear offensive forces.

On June 7, 1979 President Carter announced his decision to proceed with full-scale development of a 192,000-lb. MX, the largest design proposed. On Sept. 7, Carter announced plans to deploy MX in the so-called "racetrack" basing mode; each missile would move among 23 horizontal shelters connected by a closed loop road. The system would have 200 missiles, 200 racetracks, and 4,600 shelters. The system could be expanded or contracted in response to changes in the Soviet ICBM force. On Apr. 29 and May 6, 1980, Defense Department Officials indicated that the basing mode proposal would be modified, using linear rather than oval roads, different vehicles, smaller shelters, no unmanned dash capability, and mass simulators.

The debate over the MX program focuses on need, cost, lethality, basing mode, environmental impact, arms control implications, land acquisition difficulties, and alternatives.

MX, SALT, AND ABM

The baseline MX system calls for 200 missiles to be deployed in 4,600 shelters. These numbers were chosen to make use of the SALT II cap on numbers of Soviet reentry vehicles (RVs). It has been recognized that, should the Soviets deploy more RVs than SALT II permits -- whether by abrogation or expiration of SALT II or if the treaty does not come into force -- the MX system would have to be expanded. Under Secretary of Defense William Perry observed in Sept. 1979 that "In reaction to a high Soviet buildup assuming SALT II never goes into effect, the MX program would require 400 missiles and 13,500 shelters at a cost of $59 billion in constant FY80 dollars." Until early 1980, these expansions were viewed as unlikely.

With the reduced prospects for SALT II, however, some CIA estimates envision a massive increase in numbers of Soviet RVs, from roughly the 6,000 ICBM RVs they would be expected to have under SALT II to 14,000, 20,000, or even 30,000 by 1990, a year after MX deployment is scheduled to be completed, according to various press reports. A 14,000-RV force would permit the soviets to attack each of 9,200 MX shelters, with the number of MXs destroyed dependent primarily on Soviet ICBM reliability. (Congressional Budget Office assumes that reliability to be 85%) Under those circumstances, many question the survivability of MX based in any form of MPS.

A 9,200-shelter system would encounter problems. It would be costly. The 4,600-shelter system is facing considerable opposition in Utah and Nevada. The Soviets could deploy additional RVs, requiring us to build still more shelters. Accordingly, the Air Force is examining a way to avoid proliferating shelters by defending MX missiles with antiballistic missiles (ABMs) - The argument is twofold: ABM technology has advanced far beyond what it was in 1967-72, when the U.S. considered deploying ABMs; and ABM defense of MX would be far less costly than simply building more shelters because of a concept known as preferential defense. The Soviets, attacking an MPS system, would not know which shelters held missiles, so would be forced to attack them all. The U.S., however, could intercept only those RVs headed for MXs. To be assured of destroying an MX in a 23-shelter racetrack defended by a single ABM interceptor missile, then, the Soviets would need to launch two waves of 23 RVs each. This unfavorable exchange ratio, it is claimed, would deter attack.

An ABM defense of MX would also solve a political problem, the impact of the MPS system on the deployment area. Residents of the Great Basin area of Nevada and Utah, the deployment site favored by the Air Force, are intensely concerned that MX will: use vast amounts of land and water; bringing tens of thousands of workers and dependents into the area, disrupting the local way of life; threaten even larger impacts if the number of shelters must be increased to respond to Soviet threats; and threaten to close substantial amounts of land to the public if the Air Force deems that course of action necessary to preserve uncertainty about the location of the missiles. A system of 200 MX missiles in 200 silos defended by ABMs would minimize or eliminate these potential impacts, thus making that MX system more predictable, and much less objectionable to basing area residents.

COST

The Air Force estimates total costs of the racetrack system as of Jan. 28, 1980, as follows (figures are in then-year dollars, i.e., unadjusted for inflation):

Research, development, test, and evaluation: $9.69 billion. (Includes, among other things, 20 developmental flight tests of the missile).

Military construction: $20.71 billion.

Aircraft procurement: $573 million (Includes 37 aircraft for security forces).

Missile procurement: $ $20.73 billion. (Includes 330 missiles - 200 deployed and the remainder for operational test and evaluation and spares; transporter-erector-launcher vehicles; visibility shield vehicles; command control, and communications; physical security of missile sites; cranes to remove observation ports from shelters; measures to prevent the Soviets from detecting missile location; and reentry systems. Warheads are excluded, as they are funded by the Department of Energy.)

Total cost in then-year dollars: $51.7 billion.

Total cost in FY80 dollars: $33.8 billion.

Basic procurement cost of a single missile: $12 million (FY80 $).

PROPONENTS vs. CRITICS

Proponents justify the program, as follows:

-- The MX will narrow the U.S./U.S.S.R. ICBM throw-weight asymmetry.

-- The Soviets have developed the SS-16 ICBM which is predicted to have a fixed-site and land-mobile capability.

-- The MX is needed as a counterforce weapon capable of destroying targets such as the reloadable silos basing the cold-launched SS-17s and SS-18s.

Critics respond:

-- The Soviet advantage in ICBM throw-weight is of minor importance, and MX proponents overestimate Soviet missile accuracy.

--The United States currently has many thousands of independently targetable strategic nuclear weapons (about 50% more than the U.S.S.R. has--more than enough to target any increase in the number of potential strategic targets in the Soviet Union.

-- The hardening of potential Soviet targets can be dealt with by: (a) deploying AK-12A RVs on Minuteman IIIs: (b) increasing the navigation accuracy of our ballistic-missile launching submarines through the use of the Global Positioning System; and (c) deploying the Trident II SLBM and the cruise missile.

-- The Soviets could not deploy the SS-16 in a mobile mode through 1981 if, as proposed by the U.S., mobile ICBMs are to be banned during the life of the SALT II Protocol.

Warhead Lethality. Perhaps the most significant controversy born from the development and proposed deployment of the MX missile is the predicted accuracy of its warheads -- a basic ingredient of its lethality. Lethality is a quantitative measurement that denotes the hard-target capability possessed by a nuclear weapon. In the past the Soviets have derived a respectable degree of lethality from their ICBMs by arming them with high-yield warheads (i.e., the SS-9 carries one 25 MT RV). The new generation of Soviet ICBMs, however, have considerable improvements in accuracy and throw-weight over their predecessors. In contrast, U.S. efforts to increase the lethality of its ICBMs has primarily consisted of accuracy improvements to all of some of the MK-12 MIRVs with higher-yield MK-12A MIRVs.

Critics of the High accuracy being designed into the MX argue:

-- The MX is a counterforce weapon for destroying the Soviet ICBM silos, because each of its 10 RVs will have sufficient lethality to crush 3000 psi-hardened targets (the maximum compressive strength of concrete, the parent material of silos, is about 300 psi) with a kill probability of about 98.2%.

-- The anti-silo capability designed into the MX is inconsistent with the U.S. -proclaimed policy of deterrence by threat of assured-destruction retaliation, because a hard-target counterforce capability is only necessary for supporting preemptive-attack or first-strike postures.

Advocating the superior hard-target capability of the MX, over that to be possessed by Minuteman III, are those proponents who suggest:

-- With the exception of bomber-deliverable nuclear weapons, the U.S. does not have an adequate and much needed capability for destroying such targets as dams, underground military and industrial depots, super-hardened command and control facilities, and other similarly critical targets in the Soviet Union.

-- We must, following a Soviet ICBM-launched first-strike against our ICBMs, be capable of destroying their residual ICBM forces at their bases while retaining enough of our ICBMs to deter a follow-on attack against our cities.

Environmental Impact. Environmentalists are concerned over the impact the construction of thousands of missile shelters, and their access roads, will have on the ecology.

Critics of the MX program argue:

-- The deployment of the MX in a land-mobile mode will invite the Soviets to increase the yield and number of RVs in their ballistic missiles, therefore increasing the collateral damage to the environment in the event of a strategic nuclear war with the U.S.

-- Roving erector-launcher missile transporters, over 150 feet long, 12 feet high, 15 feet wide, and having a combined weight of over 650,000 pounds, crawling along the countryside to and from the shelters under heavy military escort, and carrying the MX missiles loaded with fuel and armed with nuclear warheads, will have an adverse effect on the quality of life of the surrounding communities.

Proponents for the deployment of the MX in a land-mobile mode counter the critics allegations by emphasizing:

-- The shelters for the MX and their access roads will be constructed on government-owned land at sites as far away as practical from human and animal habitats and environmental resources.

-- The transportation of the MX missiles to and from the shelters will not diminish the quality of life more than similar size and weight coal-hauling commercial trucks cruising along a country road, but may instead create jobs.

Secondary Social Studies TITLE: Politics and Natural Resources	TOPIC: United States Government	Student Activity Sheet Page 1	318-114 (605) D

To the student:

Many political decisions affect how geographical features are altered and natural resources are used.

The political decision about the MX missile system will greatly influence Utah's resources and geographical features. Your job is to look at the point of view of the Pro-MX and Anti-MX forces in the state. Use the following chart to help you capsulize their major arguments. Read the resource material, fill in the chart and answer the questions.

	MX	
	For	Against
1. What will MX do to Utah's economy?		
2. What will MX do to Utah's water supplies?		
3. What will MX do to Utah's tax base?		
4. What will MX do to Utah's environment?		
5. How will MX affect Utah's security?		
6. What will MX do to the lifestyle of Utahns?		

What do you think of MX?

Do you think Federal Government decisions should influence the environment and resources of an individual state? Why or why not?

Is it important for voters to express their feelings to their elected representatives?

Why is it especially important in the case of MX missile system?

After you complete the activity, you will be assigned to a small discussion group to discuss your chart. Your group should choose one number to report to the class the major points of your discussion.

The students will explain the functions and organizations of state, county, and local government.
(103)

Secondary Social Studies TITLE: State, County, and Local Governt	TOPIC: United States Government TIME SEGMENT: 2 - 3 days	318-115 (105) D

INSTRUCTIONAL OBJECTIVE:

The students will explain the function and organizations of state, county, and local government.

MATERIALS:

Student Activity Sheet
(Master included)
Resource materials

EVALUATION:

The student will be able to write an investigative report and discuss aspects of local, county, and state government to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough activity sheets for the students participating.
2. Explain to your students that they are going to be investigative reporters writing a story about the various functions and organizations of state, county, and local government.
3. Review the procedure students will need to follow. (i.e. how to write good questions, how to ask them appropriately, how to write a good article, etc.) Explain the Student Activity Sheet.
4. Have the students read a good investigative article. Discuss it with them.
5. Invite someone from local, county, or state government into your class. If officials are unavailable, get resource information so the students can complete the assignment.
6. Duplicate some of the best finished reports so the class can read some of each other's work.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: State, County, and Local Government	TOPIC: United States Government	Student Activity Sheet	318-115 (103) D

To the student:

What are the functions of local, county, and state government? Your job is to be an investigative reporter and write an indepth article about what these three levels of government do. In order to complete this activity, you'll need to get answers to the following questions:

1. What are major organizations of state, county, and local government?

2. What do these organizations do?

3. What aspects of these three governmental levels are the same?

4. How are they different?

5. What are the major functions of each level of government?

6. What, in your opinion, are the most important of these functions?

List any other questions you think will give you information for your article. If your teacher invites a government official into your class for an interview, write your questions before the visitor comes and turn them into your teacher for review.

Based on your class discussions and interview, write a one page article, and put it in the place designated by your teacher.

The students will describe the impact of political decisions at the state, county, and local levels on the utilization of resources. (604) (V)

Secondary Social Studies TITLE: Political Decisions	TOPIC: United States Government TIME SEGMENT: 1-2 class periods	318-116 (604) D

INSTRUCTIONAL OBJECTIVE:

The students will describe the impact of political decisions at the state, county, and local levels on the utilization of resources.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The student will be able to discuss to the teacher's satisfaction, how political decisions regarding zoning affect his life.

ADAPTATIONS:

Bring a resource person (i.e. someone from the local water conservation district or soil conservation unit) to discuss the materials with the students and/or to explain zoning and water shed lands.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for participating students.
2. Explain how local, county, and state government decisions affect the students.
3. Discuss with the students the influence rezoning of water shed lands could have on their lives.
4. Provide students with information (newspaper clippings, brochures, etc.) that discusses local water shed lands and zoning policies.

Students need to know the role of state, county, and local governments in making about zoning and water shed lands.

We The People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Political Decisions	TOPIC: United States Government	Student Activity Sheet	318-116 (604)

To the student:

This activity deals with zoning ordinances and land used for water shed. You are going to describe how political decisions made about zoning of water shed lands affects the use of resources. Read through the information provided by your teacher. Find out about the following:

1. Who makes zoning ordinances
2. The zoning ordinances in your neighborhood
3. Location of the nearest water shed land
4. Zoning ordinances affecting the nearest water shed land
5. Any forthcoming legislation related to this land

Answer these questions on a separate piece of paper:

1. What might happen to the community if your water shed land were rezoned for another purpose?
2. What kind of input should the public be able to give before water shed land is rezoned?
3. What do you think should happen to this land?

After you have completed this activity, put your paper in the place designated by your teacher.

The students will explain how values, beliefs, and traditions influence a nation's political system and governmental process. (115) (V)

Secondary Social Studies

TITLE: Values, Beliefs and Traditions

TOPIC: United States Government

TIME SEGMENT: 1 class period

318-117 (115)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how values, beliefs and traditions influence a nation's political system and governmental process.

MATERIALS:

Student Activity Sheet Pages 1,2
(Masters included)

EVALUATION:

The student will demonstrate by completing to the teacher's satisfaction, the activity that he understands how values, beliefs, and traditions can influence America's political system.

ADAPTATIONS:

This could be put in a learning-center.

PROCEDURE:

To the teacher:

The students should establish a background for this activity through readings in textbooks and other available resources and through classroom discussions.

Duplicate enough Student Activity Sheets for students participating.

1. Give the students an example of a tradition that influences the workings of government. For example, at Christmas Americans celebrate, and the Senate and House take a recess.

2. Discuss the activity with the students before and after they finish it.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Values, Beliefs, and Traditions	TOPIC: United States Government	Student Activity Sheet Page 1	318-117 (115)

To the student:

Values: the customs or ways of acting which an individual or a group believe to be desirable. For example, many people place a high value on work or producing a quality product. Principles like chastity and honesty are also values.

Beliefs: opinion, something believed, faith, conviction. Examples include a belief in God or the worth of an individual.

Traditions: opinions, customs, stories, beliefs which are handed down from generation to generation. For example, what people do at Christmas, Valentine's Day, etc. is often dictated by tradition.

Individuals have values, beliefs and traditions; so do nations. Fill in the following chart:

	Values	Beliefs	Traditions
Yours	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
National	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.

Based on your chart, answer the following questions:

1. What personal and national traditions, beliefs, and values are the same?

2. How do you think national values, beliefs, and traditions originate?

3. Pick one national belief, value, and tradition. List three ways each affects the nation's political system.

After you have completed the activity, put your paper in the place designated by your teacher.

The students will describe the relationship among political, economic, and social backgrounds of the founding fathers. (115) (V)

Secondary Social Studies TITLE: The Founding Fathers	TOPIC: United States Government TIME SEGMENT: 3 - 4 days	318-118 (115) D

INSTRUCTIONAL OBJECTIVE:

The students will describe the relationship among political, economic, and social backgrounds of the founding fathers.

MATERIALS:

Student Activity Sheet
(Master included)
Resource materials

EVALUATION:

The student will be able to explain to the satisfaction of the teacher, the similarities between aspects of the political, economic, and social backgrounds of six founders of America.

ADAPTATIONS:

This could be part in a learning center or expanded to become a unit on individual founders of America.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.

2. Explain the format of Who's Who to the students.

3. Review the resource material with them. Help them find appropriate biographies.

4. Discuss activity number three with the students. What conclusions would the students draw from looking at the political, economic, and social differences?

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: The Founding Fathers	TOPIC: United States Government	Student Activity Sheet	318-118 (115)

To the student:

You are the editor of Who's Who Among Famous Americans. For this volume of the book you want to spotlight six of the important people who helped found America. You are going to write a short biography of each person. You will them compare the political, economic, and social backgrounds of these six. You will want to show your readers the similarities among these people in those three areas. Since you plan to make millions from this volume, you have to make the biographies interesting.

1. Choose six Americans about whom to write. Choose at least one woman, if you have available resource material about her. George Washington, John A dams, Abigail Adams, Thomas Jefferson, Samuel Adams, John Hancock, would all be possibilities. There are many others you could choose.
2. Write a brief biography of at least one page each, of each person. Include birthdate, birthplace, family background, profession, major accomplishments, political background, social position in the community. Make these biographies interesting by including personal details.
3. When you've finished the biographies, make a chart like the following. List three factors about each person's political, economic, and social background. Answer the questions at the end on a separate piece of paper.

Backgrounds of the Founding Fathers/Mothers

Name	Political	Economic	Social

In what ways do these people have similar political backgrounds?
In what ways are their economic backgrounds alike?
In what ways do their social backgrounds differ?
When you have completed this activity, put your papers in the place designated by your teacher.

The students will describe the effect of the following on decision making: (a) fiscal policy, and (b) monetary policy. (809) (V)

This activity will be located with Objective 318-119

The students will describe the impact of political decisions on monetary and fiscal policy. (809) (V)

Secondary Social Studies TITLE: Monetary and Fiscal Policy	TOPIC: Unites States Government TIME SEGMENT: 2 - 4 days	318-119 (809) 318-120 D

INSTRUCTIONAL OBJECTIVE:

The students will describe the effect of the following on decision making: a) fiscal policy, and b) monetary policy. The students will describe the impact of political decisions on monetary and fiscal policy.

MATERIALS:

Student Activity Sheet
(Master included)
Resource materials

EVALUATION:

The students will be able to define fiscal and monetary policy and explain how they relate to political decision making to the teacher's satisfaction.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.

2. Be sure the students have adequate background in finance before they begin this activity.

3. Provide some resource material, including the Student Information Sheet, showing how political decisions made affect monetary and fiscal policy. Use periodical clippings or articales. Explain that there is a close correlation between what politicians do and how money is regulated.

4. Review the activities with the students and be sure they understand the definitions of terms and how to do the activities.

We the People

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Monetary and Fiscal Policy	TOPIC: United States Government	Student Activity Sheet	318-119-120 (809) D

Fiscal Policy

The federal government can have some controls over the economy by 1) deciding to spend more or less and 2) taxing more or less. These government decisions affecting spending and taxation are called "fiscal policy". These policies are influenced by the President but actually determined by the Congress. The Congress passes all laws about spending programs and budget or taxation.

Monetary Policy

Monetary policy is part of a system to maintain stability in the economy and promote economic growth. This is done by controling money supplies and bank credit through the Federal Reserve System.

When business activity slows and unemployment goes up, Federal Reserve banks try to expand credit and money supplies. They might encourage member banks to borrow money at low interest rates. This is designed to encourage businesses to borrow from Federal Reserve banks and expand their activities. Consumers would also be encouraged to borrow money to buy more goods and build additional homes.

If business activity expands too greatly, the Federal Reserve banks will try to reduce the money and credit supplies. Consumers and businesses will then be discouraged from borrowing, because interest rates will be high.

The actual effect of controlling money supplies on spending is not clear. Events like depression or wars cause many people to reduce their spending even if money is readily available. Certainly the Federal Reserve policies have impact on spending, but the extent of this impact is unclear.

Complete the following activity on a separate piece of paper.

1. Write a definition of fiscal policy and monetary policy in your own words.
2. Look in some contemporary news magazines and write a summary of an article about fiscal policy laws suggested by the current administration. What is the President's policy to improve the economy?
3. Look in a resource book and find out about the Federal Reserve System. When did it start? What is it? How does it work? How can it be effective in helping the economy? What are some of its problems? Write a short paper answering these questions.

After you complete the activity, put your paper in the place designated by your teacher.

The students will identify the factors necessary for democracy to succeed to include: (a) an educated citizenry, (b) a common concern for human freedom, (c) communication and mobility, (d) economic security, (e) a spirit of mutual trust, (f) a respect for the rights of all citizens and loyal opposition, (g) values and (h) participation by the citizen in government. (402) (V)

Secondary Social Studies

TITLE: Factors Necessary for Democracy

TOPIC: United States Government

TIME SEGMENT: 2 days

318-121 (402) D

INSTRUCTIONAL OBJECTIVE: The students will identify the factors necessary for democracy to succeed to include: a) an educated citizenery, b) a common concern for human freedom, c) communication and mobility, d) economic security, e) a spirit of mutual respect, f) a respect for the rights of all citizens and g) values and h) participation by the citizens in government.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The student will be able to explain to the teacher's satisfaction why democracy is the best form of government to promote human freedom, education, and respect for the individual.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.

2. Be sure the students are familiar with the differences among autocracy, communism, and democracy.

3. Explain the activity. Then have the students complete it.

We the People

4. After the activity has been completed, construct a mock press conference with the students. Divide the class into two groups. Choose one person in each group to be the potentate and have the rest of the class question him/her about the values and the form of government he/she chose.

5. Discuss with the students why democracy would be the best form of government.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Factors Necessary for Democracy	TOPIC: United States Government	Student Activity Sheet	318-121 (402) D

To the student:

You are a potentate who is designing a government for a new island kingdom. You have narrowed your choices of government to autocracy, communistic rule, or democracy. To help you make your final choice, you are filling out the following chart. On this chart you have listed the values you wish to have in your new society. For each of these values, list several ways in which the various forms of government would contribute to building it into the society. If you think the type of government would not help the value grow, list two ways the governmental would hinder it. For example, fascist government would prevent an educated citizenry by allowing only the elite to attend school.

The press are going to come to your home to interview you. They want you to explain which form of government you will have chosen and why. Prepare a written statement you can read at the press conference. Be sure the press will understand why these values are so important to you.

	AUTOCRACY	COMMUNISM	DEMOCRACY
An educated citizenry			
Human freedom			
Communication			
Mobility			
Economic security			
Mutual respect			
Respect for the rights of all citizens including the opposition			
Values			
Citizen participation in government			